

# Tucson Unified School District Demographic & Enrollment Analysis

Governing Board Presentation  
March 25, 2014

Demographic Study  
And  
Planning 

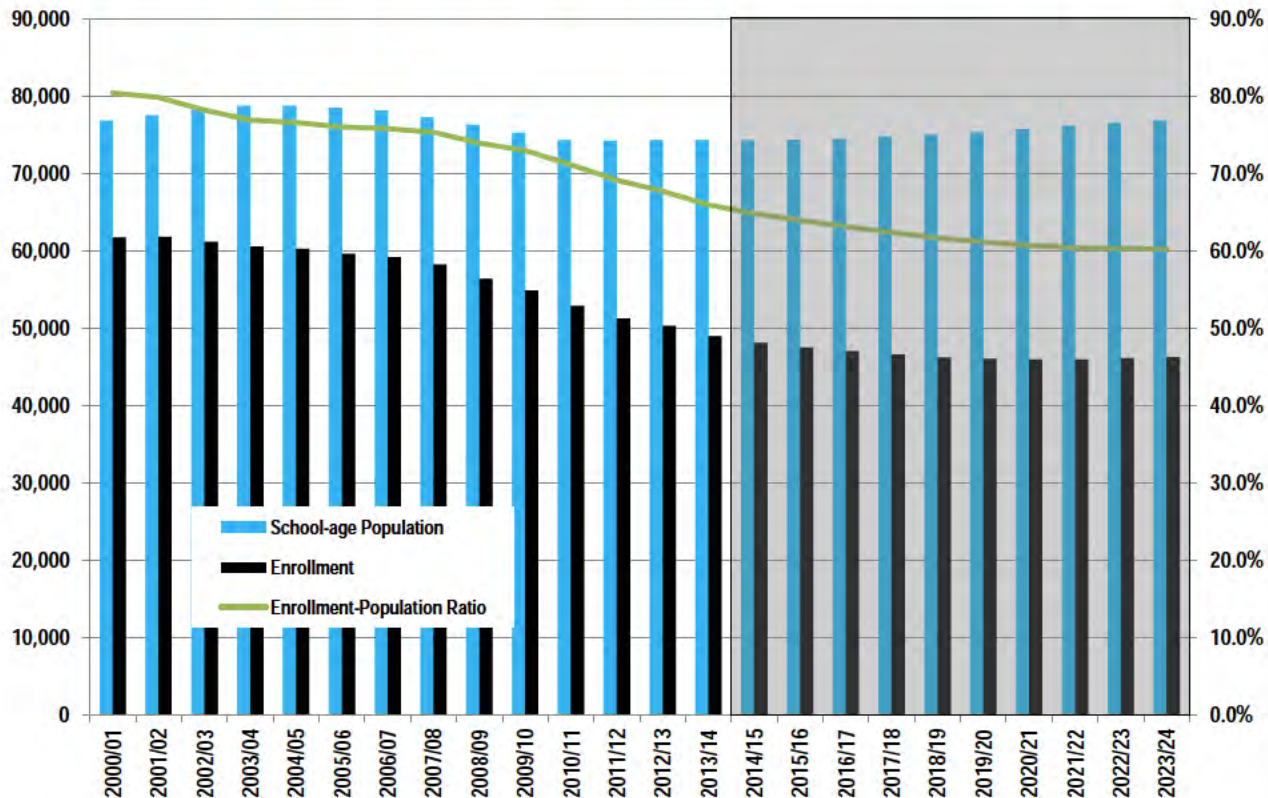


# Presentation Outline

- Review of Demographic and Enrollment Study
  - District enrollment trends
  - Student profile
  - Residential development potential
  - District and sub-district enrollment forecasts
- Presentation of Planning Materials
  - Facility and enrollment database
  - Key facility characteristics maps

# Enrollment Trends

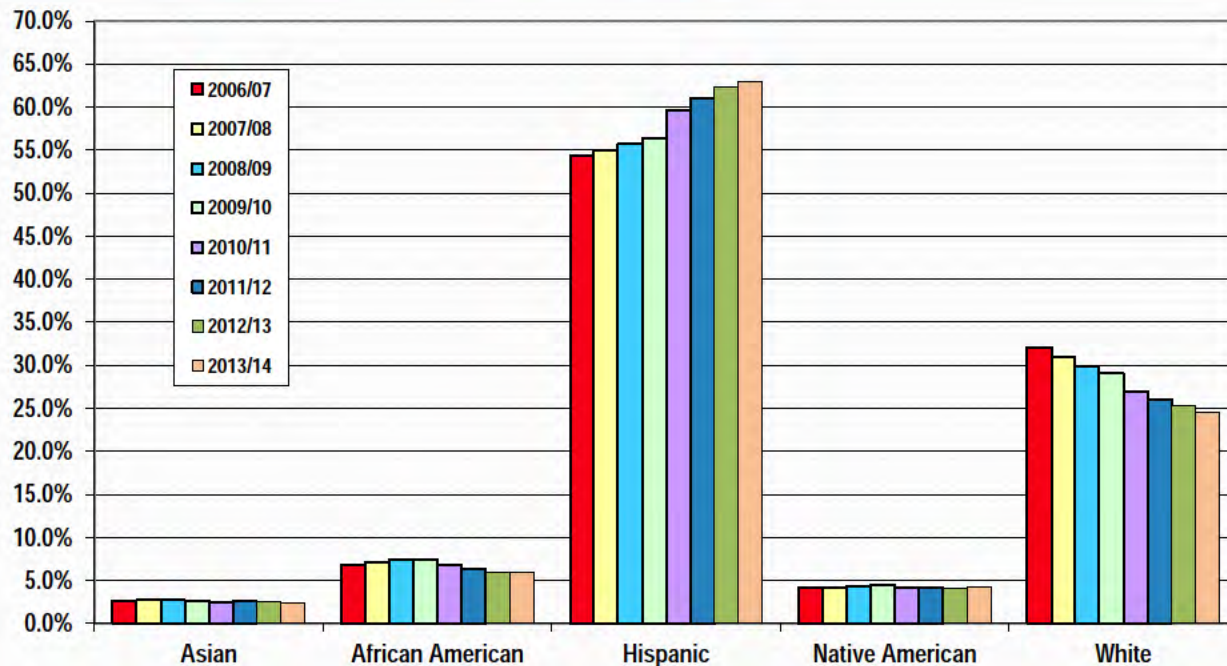
## School-age Population and Enrollment Trends



- ❖ District enrollment has been declining steadily while the total school age population has remained fairly stable
- ❖ The ratio between TUSD enrollment and the school-age population (persons age 5 to 17) is falling, now down to just 67%

# Enrollment Trends

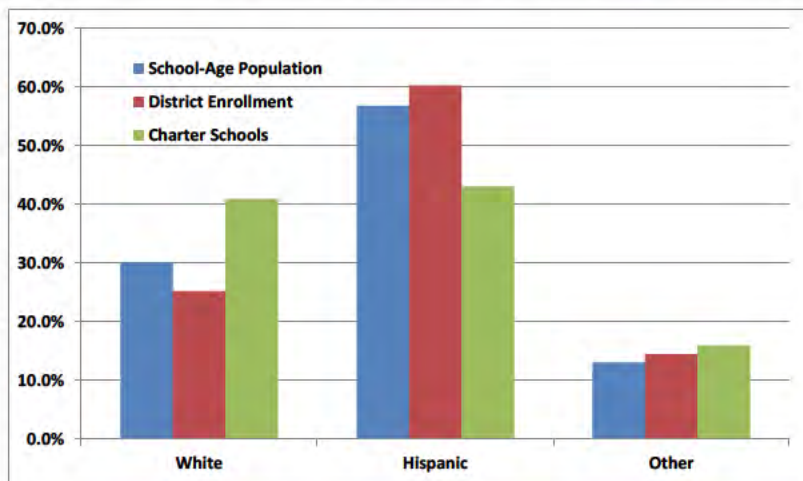
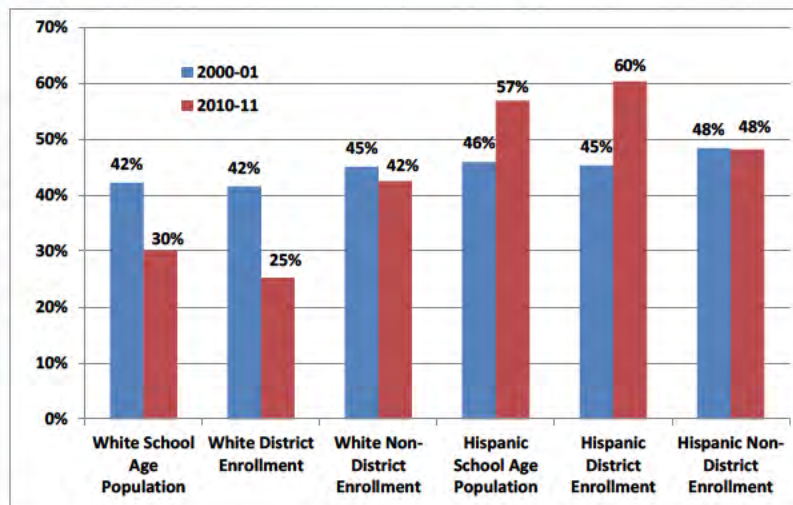
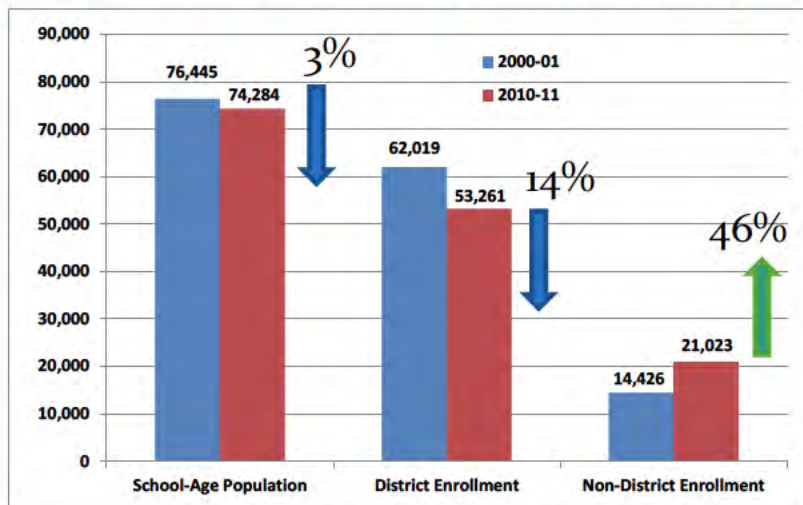
## Enrollment Ethnicity Trends



- ❖ District enrollment is increasingly more concentrated with Hispanic and many minority students
- ❖ The change is being driven by the growth of the Hispanic population, and by increased competition for students by other education providers – private schools, charters schools and on-line/home schooling

# Enrollment Trends

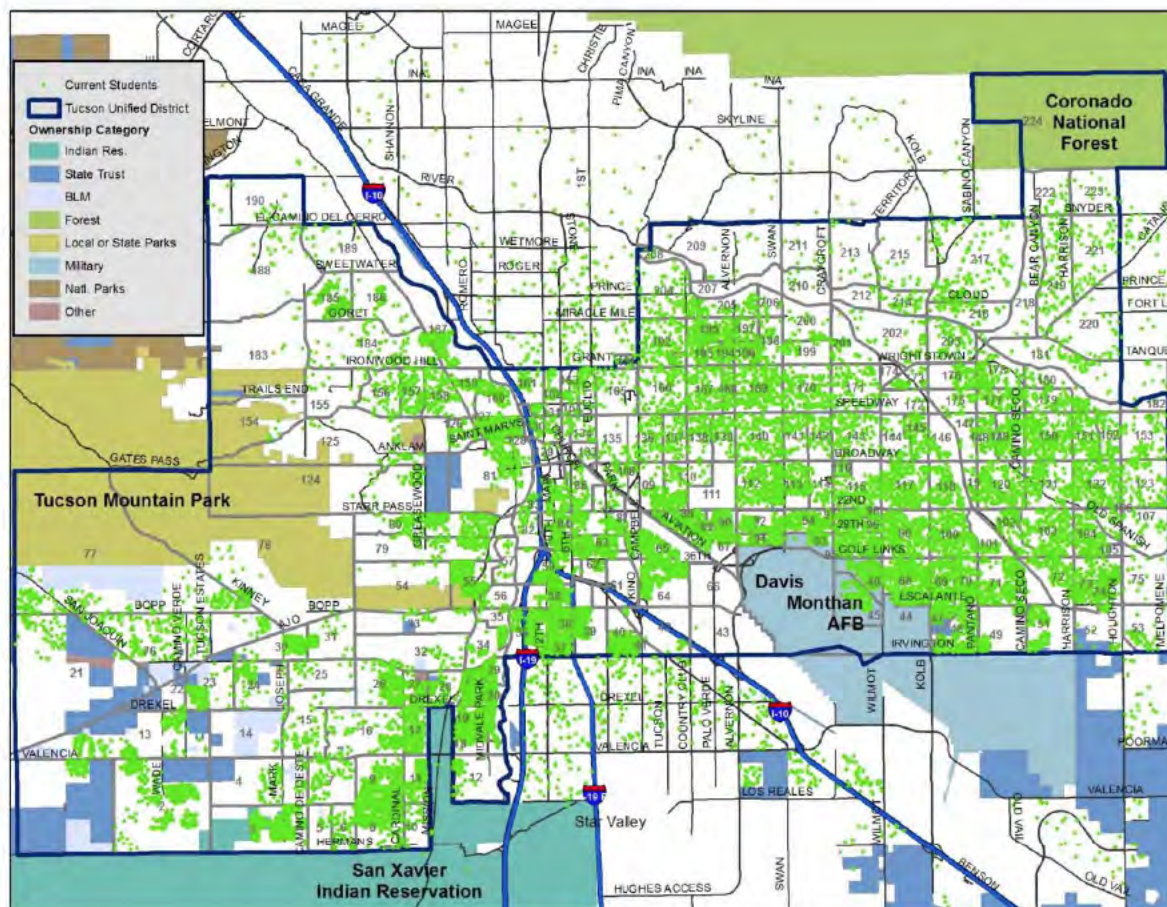
## School-age Population and Enrollment by Ethnicity



- ❖ District enrollment has declined much faster than school-age population
- ❖ Non-District enrollment increases are almost entirely driven by charter schools
- ❖ White enrollment in TUSD schools has declined faster than the White population
- ❖ Charter schools appear to be one of the factors bolstering segregation in the TUSD community

# Student Profile

TUSD Students  
2013/14

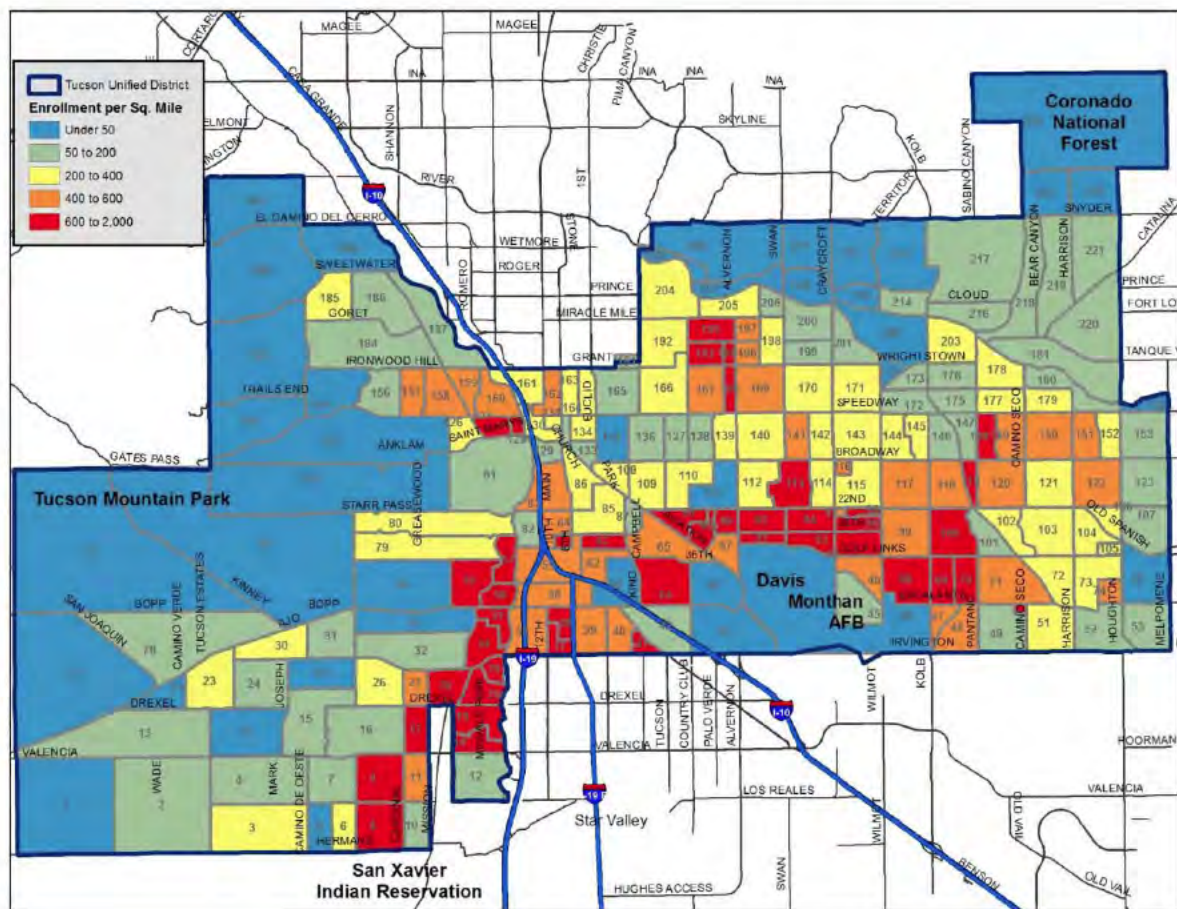


- ❖ Enrollment information includes the location of all TUSD students
- ❖ Enables a direct comparison with the school-age population and other demographic and housing information
- ❖ Supports analysis of alternative boundary and school options

## Enrollment Density

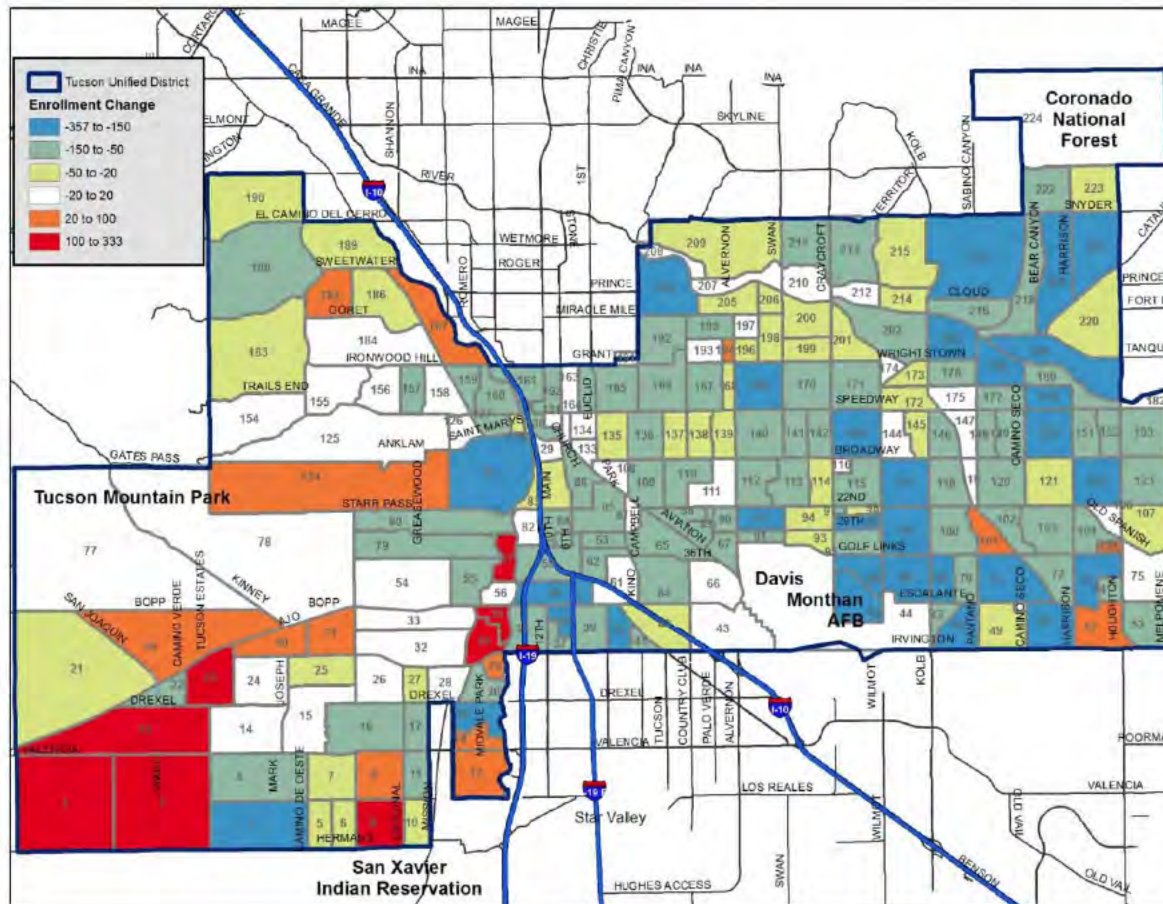
2013/14

- ❖ Student-level information is tallied by planning area geographies to understand patterns of enrollment now, and over time
- ❖ Used for comparisons with Block-level Census data
- ❖ Supports boundary and facility planning with enrollment projections for 224 geographic areas



# Student Profile

Change in K-12 Enrollment  
2008/09 – 2013/14

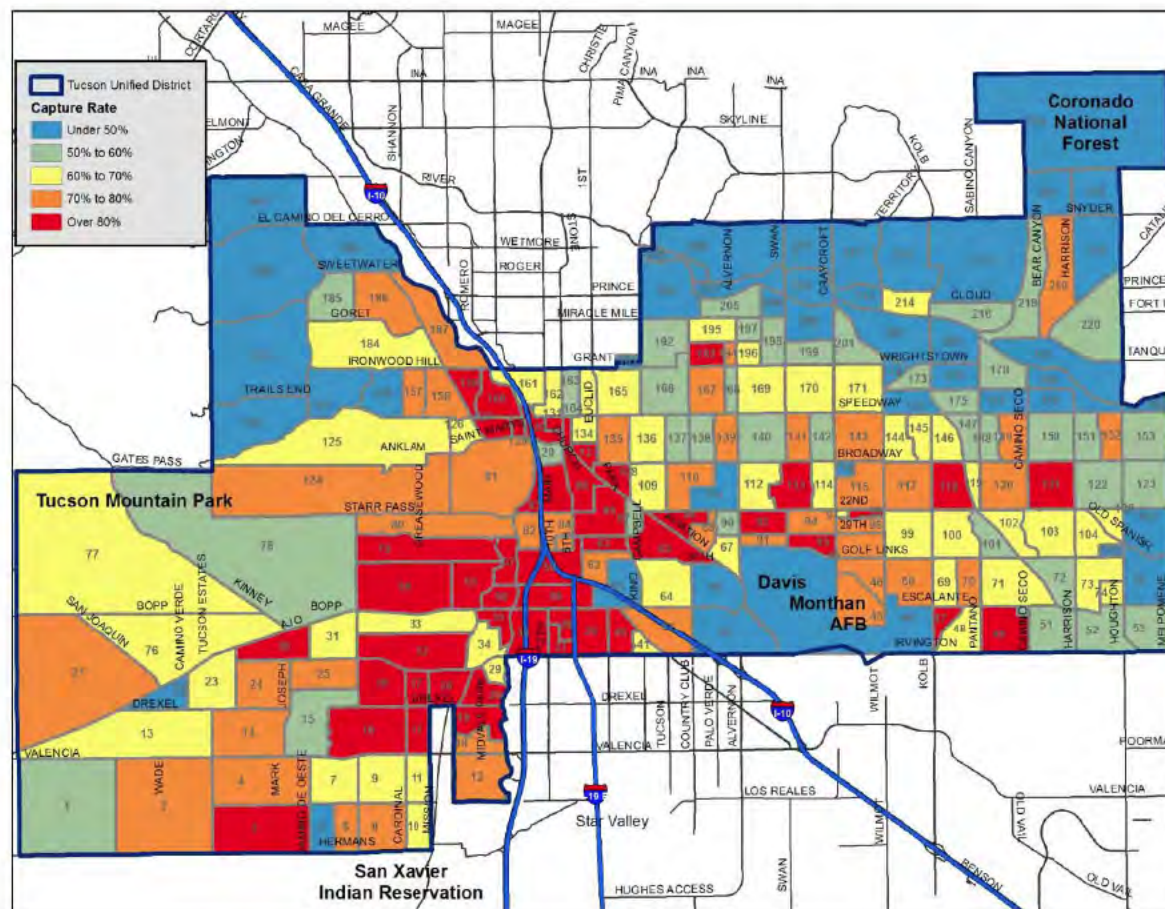


- ❖ Enrollment has declined across much of the District over the past five years due to aging, and increased competition from other providers
- ❖ Gains in the southwest are driven by new home construction and generally larger families

# Student Profile

K-8 Capture Rate  
2010/11

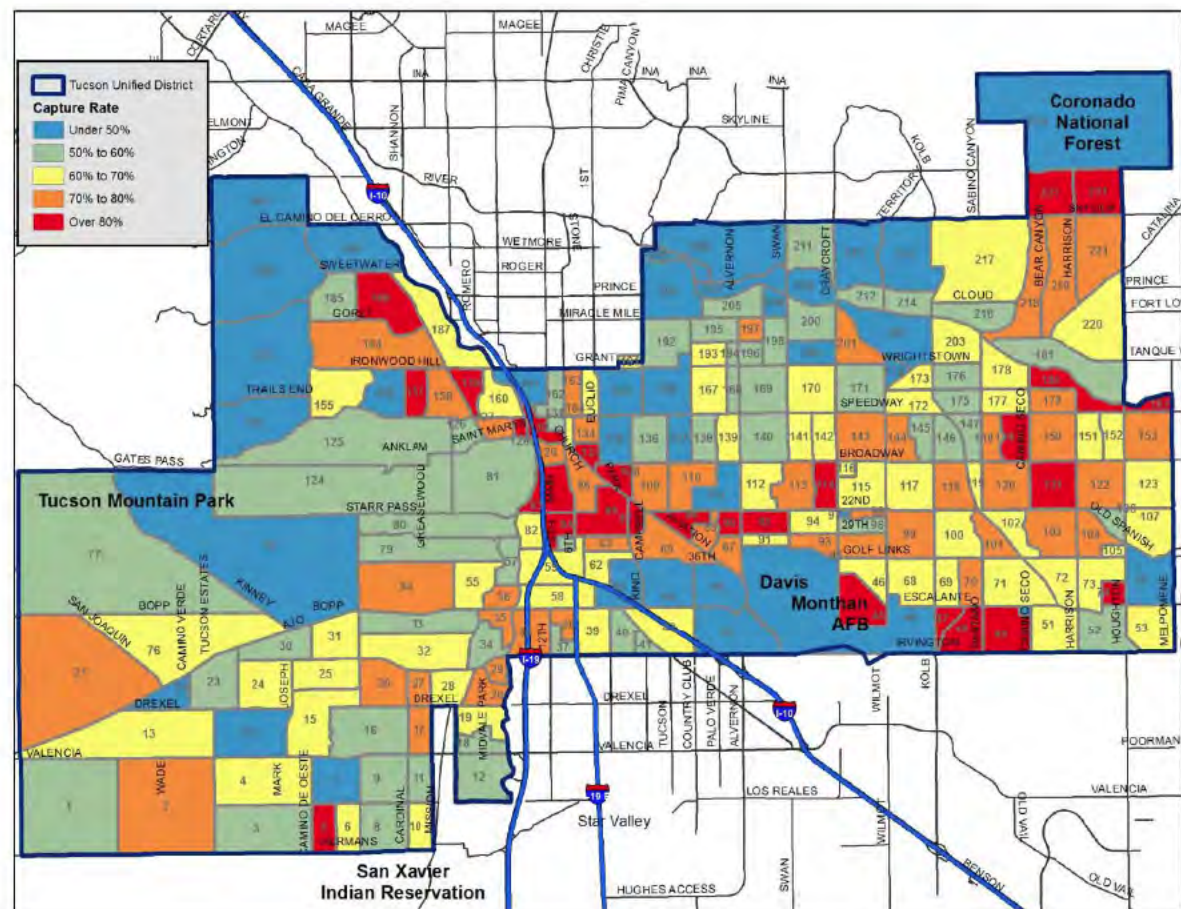
- ❖ Capture rate refers to the ratio between TUSD enrollment and the grade appropriate school-age population
- ❖ Concept is applied to the District, and sub-district areas
- ❖ Elementary capture rates vary widely, but are much higher in the south-central portion of the District



# Student Profile

9-12 Capture Rate  
2010/11

- ❖ Unlike the elementary school-age population, high school capture rates are higher in the eastern part of the District
- ❖ Central area remains strong, perhaps due to the success of Tucson High School
- ❖ Southwest area is likely impacted by attrition of older students, not just education choice



## Small-area Geography

- ### HISPANIC SHARE OF ENROLLMENT AND K-8 COUNT BY GRID
- 
- Hispanic Share**
- Under 30%
  - 30% to 50%
  - 50% to 70%
  - 70% to 85%
  - 85% to 100%
  - Small Area
- Tucson Mountain Park**
- San Xavier Indian Reservation**
- Davis-Monthan AFB**
- Coronado National Forest**
- Star Valley**
- Hughes Access**
- Los Reales**
- Valencia**
- Wilmot**
- Kolb**
- Irvington**
- Pantano**
- Camino Seco**
- Harrison**
- Houghton**
- Mejia**
- Old Board**
- 25th**
- 22nd**
- Brookway**
- Speedway**
- Wrightstown**
- Cloud**
- Bear Canyon**
- Harrison**
- Snyder**
- Fort Lowell**
- Tanque**
- Prince**
- Cloud**
- Wetmore**
- Roger**
- Shannon**
- Belmont**
- Camino**
- Golden Gate**
- El Camino del Cerro**
- Sweetwater**
- Gore**
- Ironwood Hill**
- Trails End**
- Anklam**
- Starr Pass**
- Greatwood**
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# Student Profile

## Residence Vs. Attendance

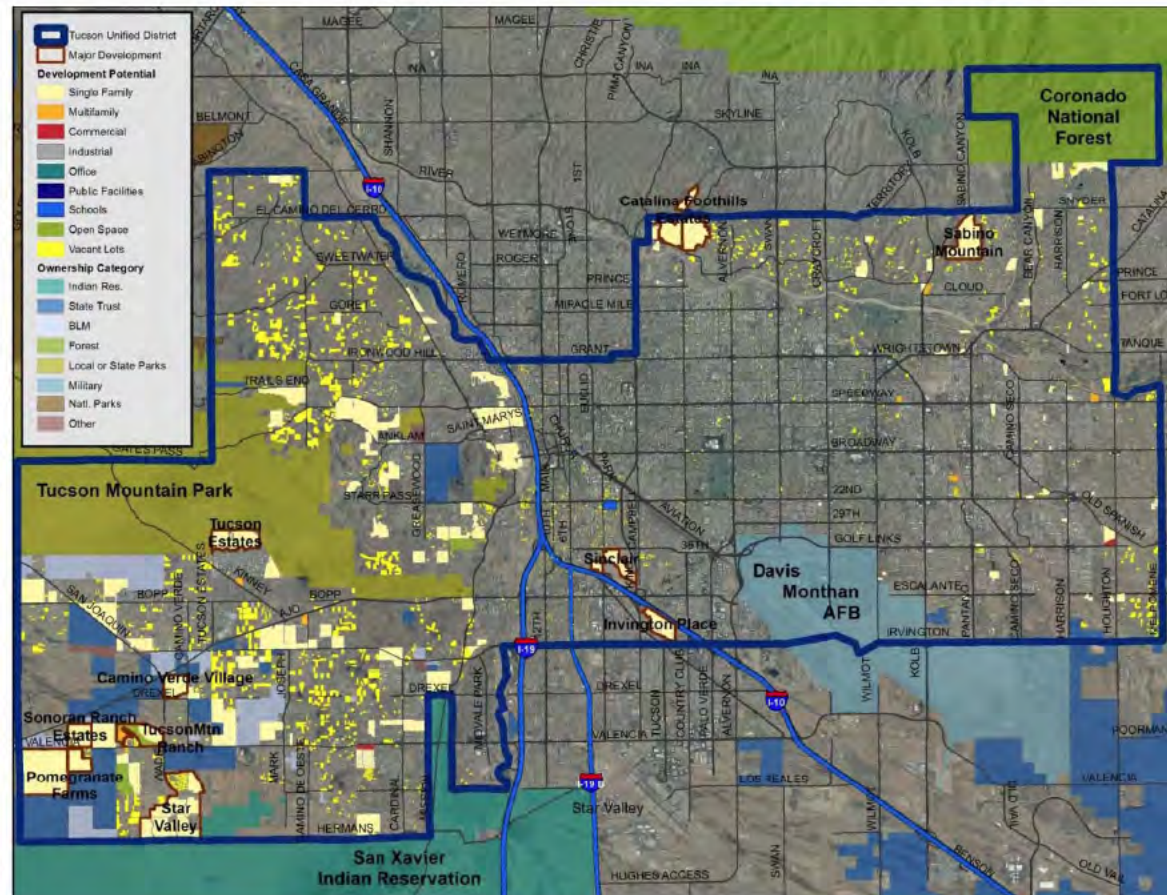
School / Code	Attendance Area																																				
	120	125	128	131	140	143	161	167	170	179	185	191	197	211	215	216	225	228	231	233	238	239	245	251	257	266	275	277	281	287	290	295	308	311	317		
Benks	120	305																																			
Bennan	125		345																																		
Bloom	128			251	3																																
Boniles	131		10	2	159	2																															
Borman	140					396																															
Borton	143		6	24	1	4																															
Camillo/Drechen	161		10	5			2	69																													
Cavett	167							259																													
Collier	170								1	155																											
Craig	179		1	17																																	
Davidson	185																																				
Devin	191		11	5																																	
Dietz	197																																				
Dunham	211																																				
Erickson	215																																				
Ford	216																																				
Fruchtendler	225																																				
Gale	228																																				
Grigala	231																																				
Hollinger	233																																				
Henry	238																																				
Holladay	239																																				
Howell	245																																				
Hudlow	251																																				
Hughes	257																																				
Johnson/Lawrence	266																																				
Kelland	275																																				
Lawrence	277																																				
Lineweaver	281																																				
Lynn/Unquides	287																																				
Maldivo	290																																				
Menco	293																																				
Marshall	295																																				
Miller	308																																				
Mission View	311																																				
Myers/Ganoung	317																																				
Ochoa	323																																				
Oyama	327																																				
Pueblo Gardens	329																																				
Robins	351																																				
Robison	353																																				
Rose	371																																				
Sewell	395																																				
Soleng Tom	410																																				
Steele	413																																				
Tolson	417																																				
Tu ly	419																																				
Van Duskirk	431																																				
Vespy	435																																				
Wamen	440																																				
Wheeler	443																																				
White	449																																				
Whitmore	455																																				
Wright	461																																				
Booth Fickell	510																																				
Morgan Maxwell	521																																				
McConkie	523																																				
Roberts Naylor	525																																				
Safford	535																																				
Roukpage	595																																				
Other	999																																				
Total Reside		463	581	393	297	423	186	197	384	187	380	343	104	477	325	827	565	303	273	769	380	454	245	332	325	247	343	456	324	164	560	575	348	353	642	241	394

Source: Applied Economics 2013.

- ❖ In addition to competition from other providers, capture rates are significantly impacted by movement of students between District schools
- ❖ Only 61% of K-5, 58% of 6-8 and 57% of 9-12 TUSD students attend the school designated for their area
- ❖ Some schools do much better at retention and attraction than others

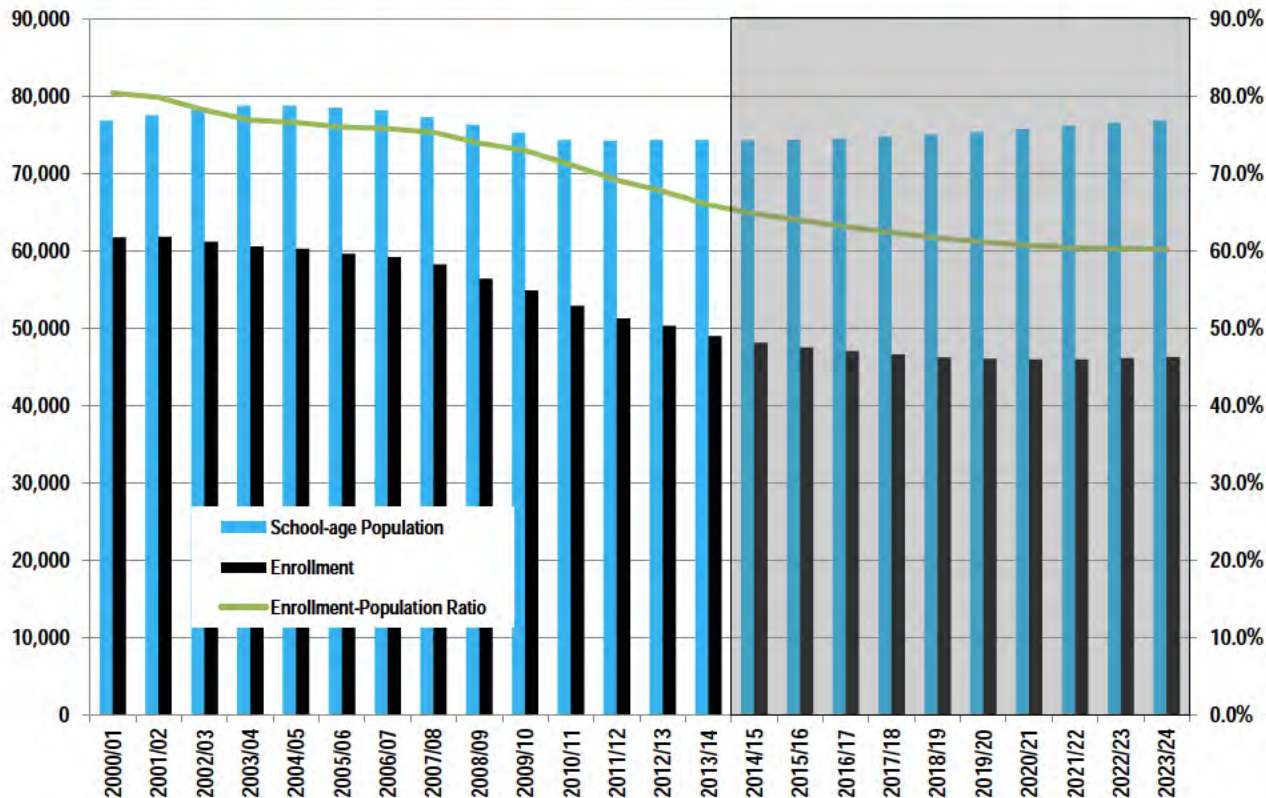
# Development Potential

- ❖ The District has the potential for over 20,000 additional housing units, or about 10% of current inventory
- ❖ Most of the potential is in the western and southwestern parts of the District
- ❖ May take 10 to 20 years for the majority of these units to be built



# Enrollment Trends

## School-age Population and Enrollment Trends



- ❖ District enrollment has been declining steadily while the total school age population has remained fairly stable
- ❖ The ratio between TUSD enrollment and the school-age population (persons age 5 to 17) is falling, now down to just 67%

# District Enrollment Projections

- ❖ The amount of school-age population may rebound slightly over the next 10 years
- ❖ District enrollment is projected to continue to decline due to alternative providers
- ❖ Trend analysis shows the enrollment to population ratio falling to about 60% over the next ten years

Year	Households	School-Age Population *		K-12 Enrollment		Net Difference	Enrollment - Population Ratio
		Total	Per Household	Total	Per Household		
2000/01	178,701	76,767	0.430	61,724	0.345	15,043	0.804
2001/02	182,190	77,467	0.425	61,827	0.339	15,640	0.801
2002/03	185,832	78,210	0.421	61,136	0.329	17,074	0.797
2003/04	189,061	78,757	0.417	60,549	0.320	18,208	0.794
2004/05	190,852	78,692	0.412	60,243	0.316	18,449	0.790
2005/06	192,223	78,448	0.408	59,611	0.310	18,837	0.787
2006/07	193,346	78,101	0.404	59,180	0.306	18,921	0.783
2007/08	193,292	77,283	0.400	58,200	0.301	19,083	0.780
2008/09	192,752	76,281	0.396	56,384	0.293	19,897	0.776
2009/10	192,031	75,220	0.392	54,879	0.286	20,341	0.773
2010/11	191,697	74,323	0.388	52,857	0.276	21,466	0.711
2011/12	192,157	74,198	0.386	51,273	0.267	22,925	0.691
2012/13	193,183	74,290	0.385	50,282	0.260	24,008	0.677
2013/14	193,962	74,286	0.383	48,975	0.252	25,311	0.659
2014/15	194,730	74,276	0.381	48,122	0.247	26,154	0.648
2015/16	195,686	74,337	0.380	47,519	0.243	26,818	0.639
2016/17	196,778	74,447	0.378	46,983	0.239	27,464	0.631
2017/18	198,276	74,708	0.377	46,575	0.235	28,133	0.623
2018/19	199,870	75,002	0.375	46,230	0.231	28,772	0.616
2019/20	201,498	75,305	0.374	46,029	0.228	29,276	0.611
2020/21	203,385	75,700	0.372	45,940	0.226	29,760	0.607
2021/22	205,082	76,127	0.371	45,971	0.224	30,156	0.604
2022/23	206,655	76,504	0.370	46,113	0.223	30,391	0.603
2023/24	208,086	76,826	0.369	46,265	0.222	30,561	0.602

Source: Applied Economics, November 2013.

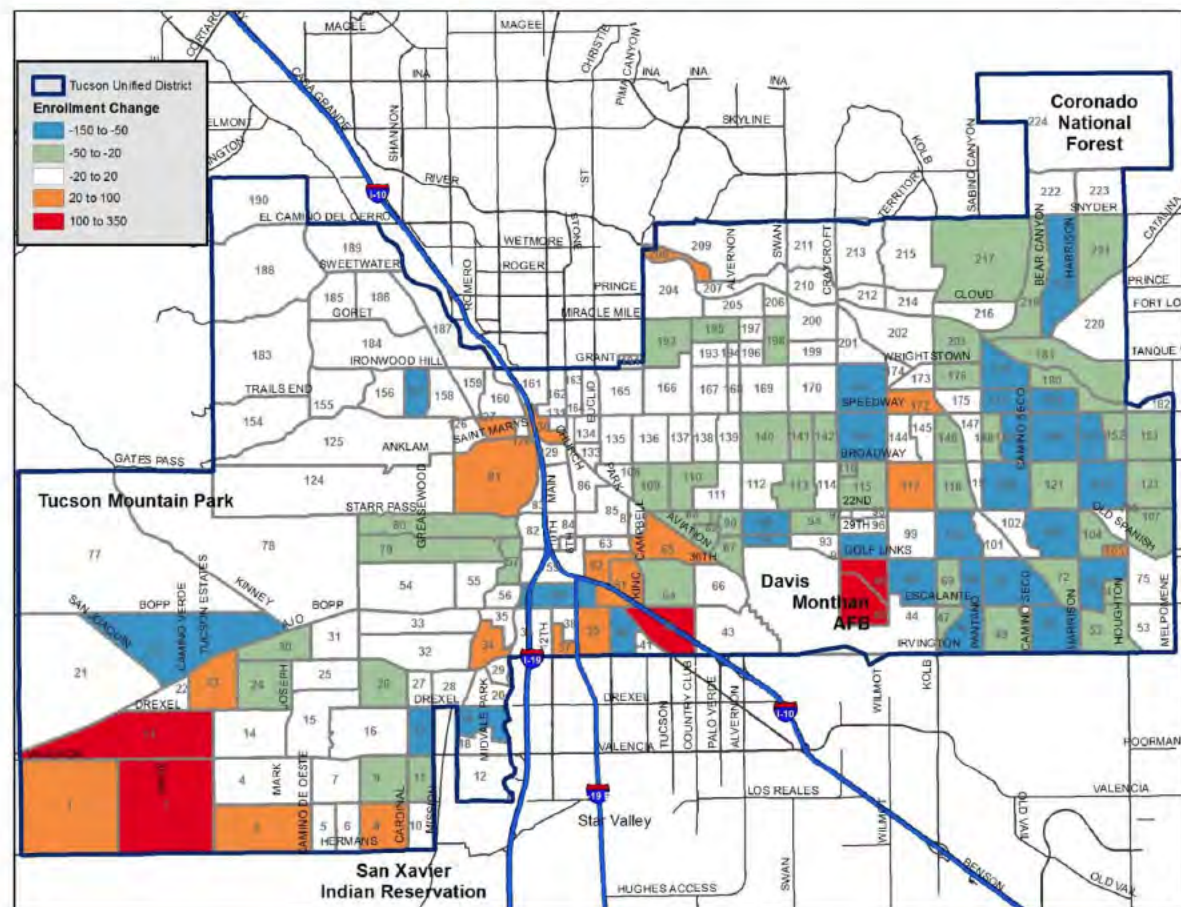
\* Population age 5 through 17, corresponds with Kindergarten through 12th grade.

Bolding indicates historical data.

## Sub-District Trends

## Change in Enrollment 2013/14 to 2018/19

- ❖ More enrollment declines are expected in the eastern part of the District due to aging and increased competition
- ❖ Enrollment increases are expected in the growing southwest area, and in some pocketed areas in the central part of the District



# Conclusions

- District enrollment is declining due to aging of the population and increased competition from other education providers
- The demographic profile of TUSD students is distinctly different than that of the District residents not attending TUSD schools
- New housing will likely not generate enough new students to offset the aging and competition factors resulting in continued enrollment declines
- Enrollment gains in the southwest part of the District may require additional facilities, even as space remains unused in other areas

# Planning Database

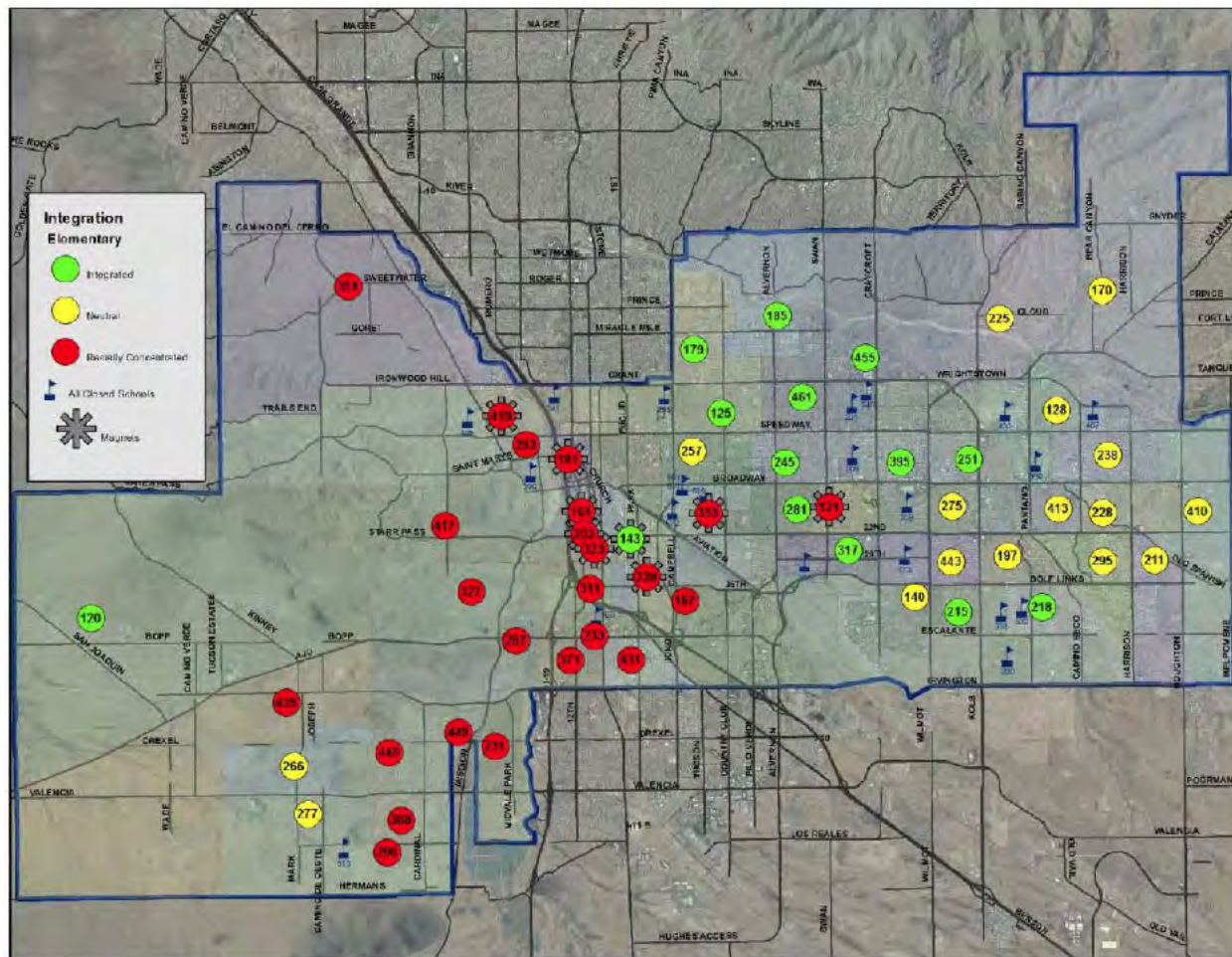
## Facility, Enrollment and Demographic Data

School Code / Name	Enrollment by Race & Ethnicity												Total Enrollment	Design Capacity	Operational Capacity	Available Seats	Percent Utilization	Integration Status
	White	White%	AA	AA%	Hispanic	Hispanic%	NativeAm	NativeAm%	Asian	Asian%	Multi	Multi%						
Elementary (K-5 and K-8)																		
120 Banks	105	29%	7	2%	241	66%	9	2%	2	1%	1	0%	365	575	440	75	83%	Integrated
125 Blenman	106	21%	68	14%	244	49%	20	4%	29	6%	29	6%	496	700	590	94	84%	Integrated
128 Bloom	157	40%	29	7%	163	41%	11	3%	6	2%	27	7%	393	500	430	37	91%	Neutral
131 Bonillas	59	14%	23	5%	329	75%	5	1%	8	2%	12	3%	436	550	460	24	95%	Racially Concentrated
140 Borman	265	55%	37	8%	117	24%	0	0%	14	3%	47	10%	480	675	600	120	80%	Neutral
143 Borton	98	23%	19	5%	261	62%	15	4%	6	1%	20	5%	419	125	210	-209	200%	Integrated
161 Camillo	12	4%	11	4%	275	90%	6	2%	1	0%	2	1%	307	375	340	33	90%	Racially Concentrated
167 Cavett	10	3%	17	6%	253	88%	4	1%	0	0%	4	1%	288	600	440	152	65%	Racially Concentrated
170 Collier	126	59%	6	3%	52	25%	4	2%	7	3%	17	8%	212	400	350	138	61%	Neutral
179 Cragin	102	29%	30	9%	192	55%	9	3%	1	0%	18	5%	352	625	460	108	77%	Integrated
185 Davidson	84	25%	30	9%	182	54%	11	3%	13	4%	17	5%	337	450	470	133	72%	Integrated
191 Davis	33	9%	6	2%	300	86%	5	1%	0	0%	4	1%	348	275	370	22	94%	Racially Concentrated
197 Dietz	122	29%	30	7%	218	52%	4	1%	11	3%	34	8%	419	575	460	41	91%	Neutral
203 Drachman	16	5%	31	10%	233	77%	12	4%	1	0%	11	4%	304	400	450	146	68%	Racially Concentrated
211 Dunham	97	47%	5	2%	91	44%	1	0%	3	1%	11	5%	208	400	280	72	74%	Neutral
215 Erickson	166	28%	58	10%	293	50%	12	2%	14	2%	43	7%	586	700	600	14	98%	Integrated
218 Ford	133	34%	36	9%	195	49%	7	2%	6	2%	20	5%	397	475	430	33	92%	Integrated
225 Fruchthender	259	68%	8	2%	90	24%	0	0%	5	1%	17	4%	379	450	450	71	84%	Neutral
228 Gale	230	56%	7	2%	137	33%	0	0%	10	2%	29	7%	413	425	410	-3	101%	Neutral
231 Grjalva	26	4%	7	1%	644	91%	27	4%	3	0%	4	1%	711	650	680	-31	105%	Racially Concentrated
233 Hollinger	18	3%	1	0%	488	92%	22	4%	0	0%	2	0%	531	875	830	299	64%	Racially Concentrated
238 Henry	199	50%	24	6%	148	37%	6	2%	3	1%	15	4%	395	425	390	-5	101%	Neutral
239 Holladay	20	8%	31	12%	192	74%	7	3%	0	0%	11	4%	261	450	340	79	77%	Racially Concentrated
245 Howell	92	26%	33	9%	190	53%	21	6%	8	2%	14	4%	358	450	390	32	92%	Integrated
251 Hudlow	91	30%	20	7%	161	53%	7	2%	9	3%	14	5%	302	450	390	88	77%	Integrated
257 Hughes	145	41%	10	3%	157	45%	2	1%	22	6%	15	4%	351	325	360	9	98%	Neutral
266 Johnson	6	2%	6	2%	203	58%	134	38%	0	0%	3	1%	352	525	510	158	69%	Neutral
275 Kellond	260	45%	17	3%	237	41%	15	3%	13	2%	38	7%	580	700	590	10	98%	Neutral
277 Lawrence	12	3%	3	1%	177	44%	210	52%	0	0%	4	1%	406	475	420	14	97%	Neutral
281 Lineweaver	202	36%	18	3%	281	51%	8	1%	19	3%	27	5%	555	425	440	-115	126%	Integrated
287 Lynn/Urquides	20	3%	7	1%	574	93%	10	2%	0	0%	9	1%	620	875	770	150	81%	Racially Concentrated
290 Maldonado	24	6%	7	2%	333	86%	21	5%	1	0%	1	0%	387	650	700	313	55%	Racially Concentrated
293 Manzo	15	5%	6	2%	275	85%	18	6%	6	2%	4	1%	324	475	370	46	88%	Racially Concentrated
295 Marshall	135	39%	20	6%	166	48%	2	1%	9	3%	13	4%	345	550	400	55	86%	Neutral
305 Miles - E. L. C.	138	43%	13	4%	143	45%	9	3%	6	2%	10	3%	319	375	370	51	86%	Neutral
308 Miller	37	6%	8	1%	512	84%	44	7%	0	0%	6	1%	607	575	610	3	100%	Racially Concentrated

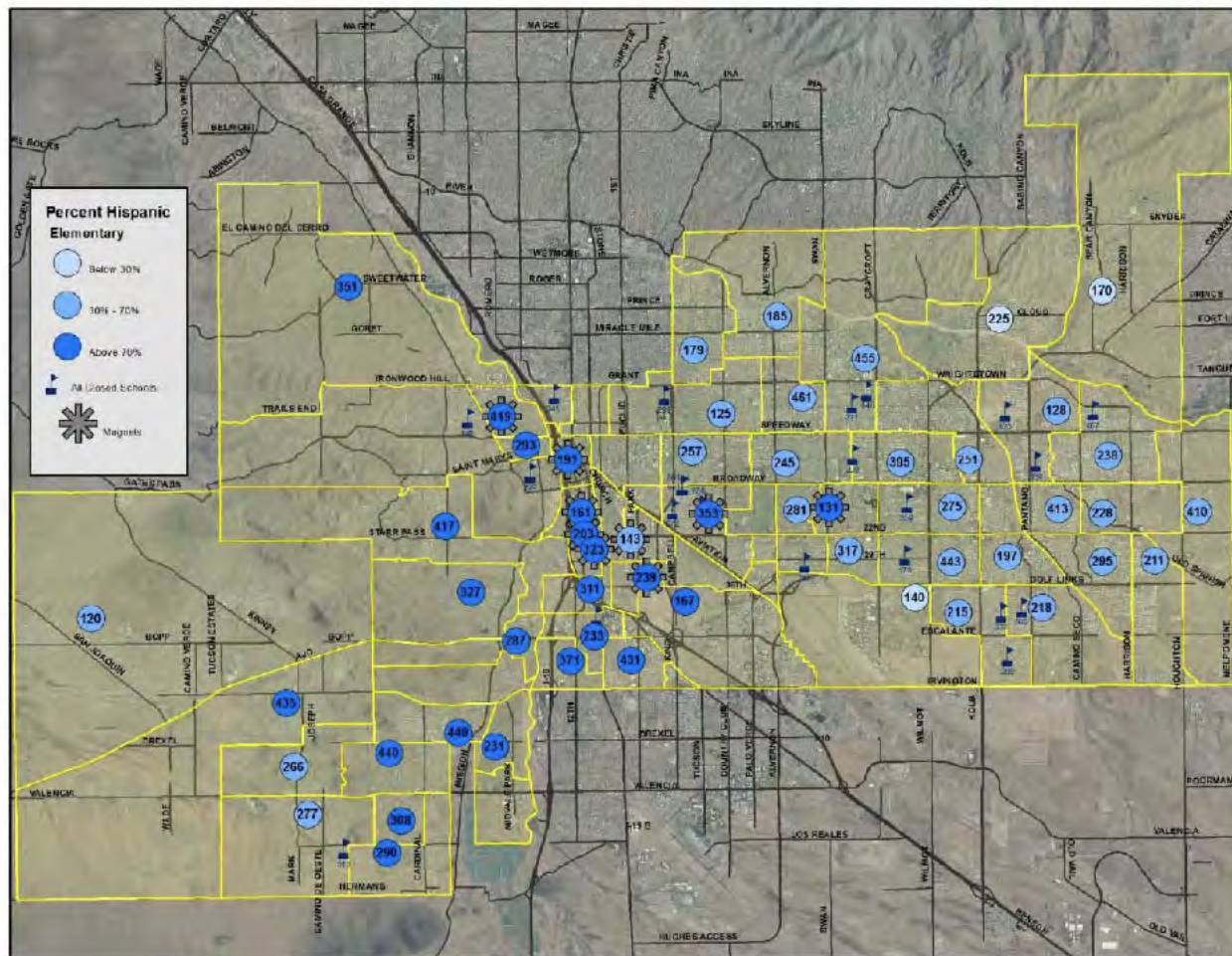
- ❖ Example of part of the data collected to support the Boundary Review process \*
- ❖ Detailed information provided to staff and all planning team members for review

\* The example data shown may have been updated since creation of this exhibit

# Elementary: Integration Status

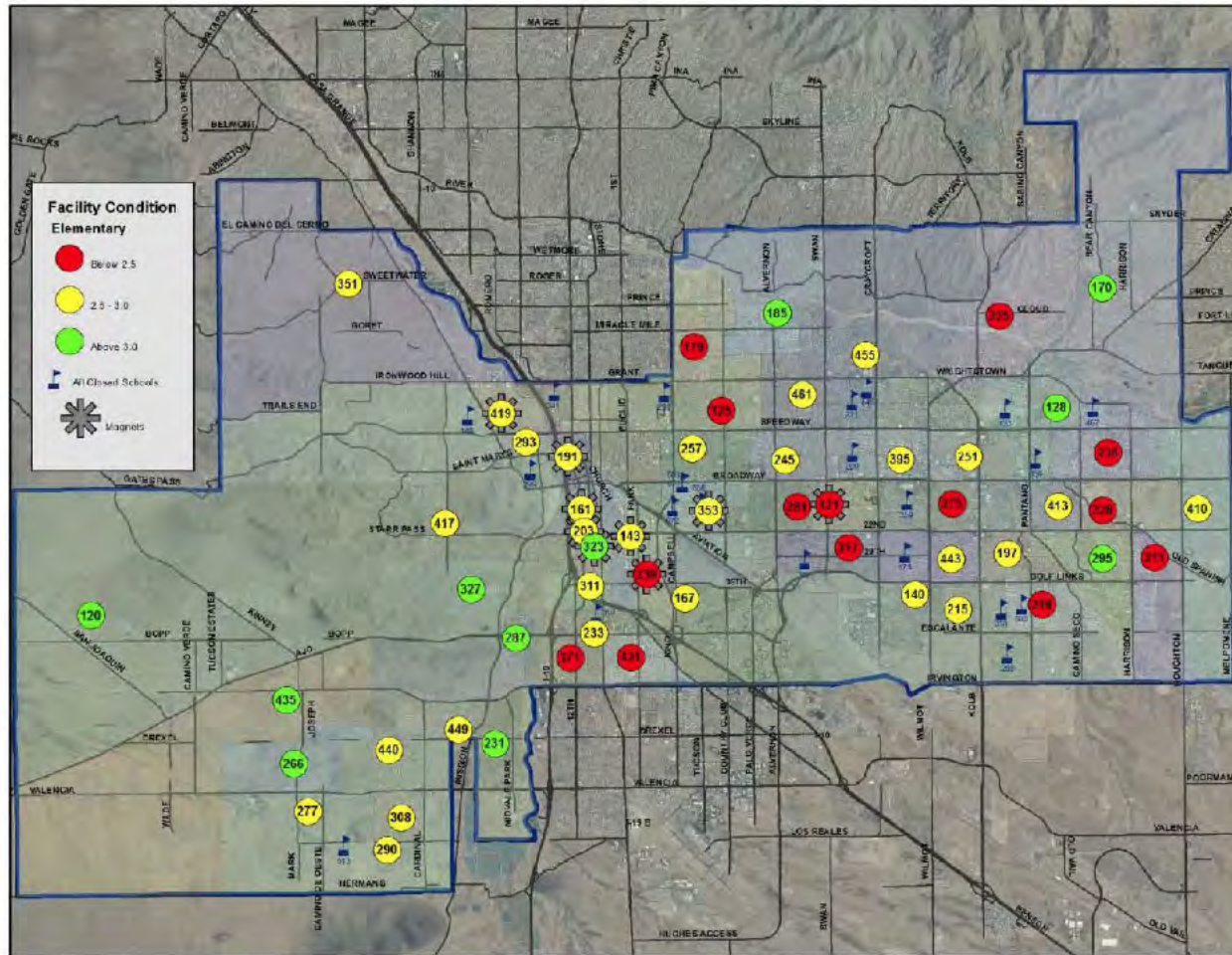


# Elementary: Percent Hispanic



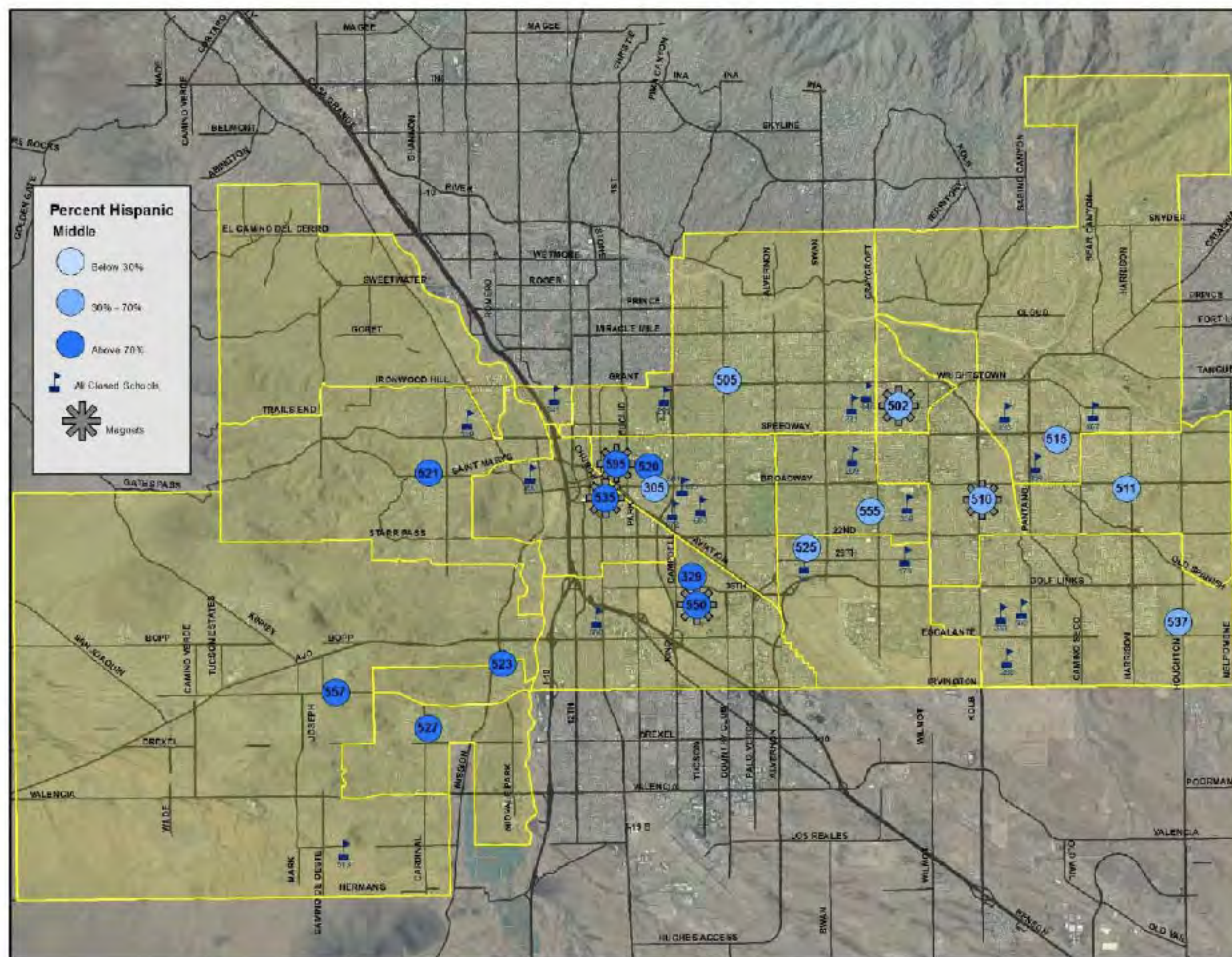


# Elementary: Facility Condition



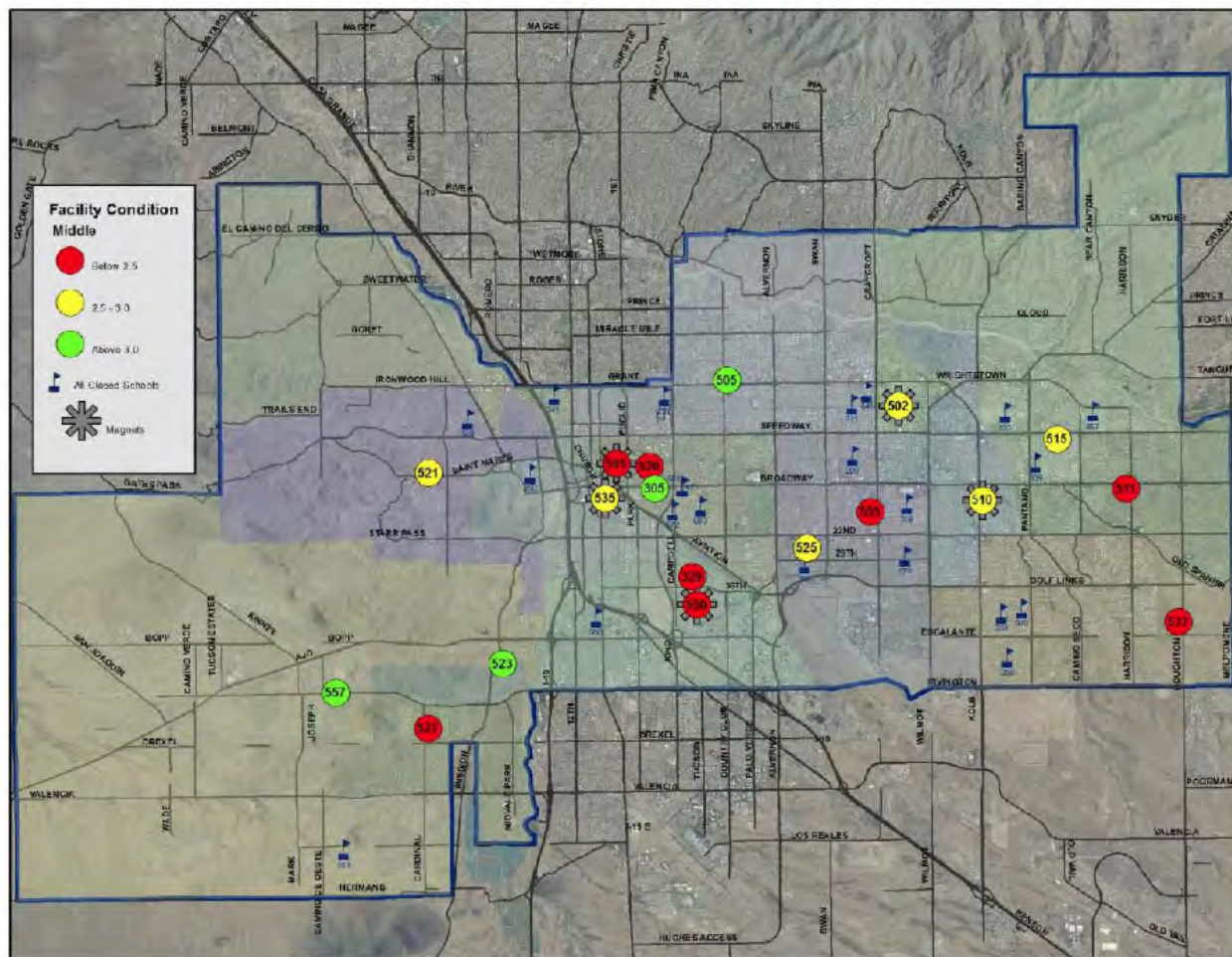


# Middle: Percent Hispanic

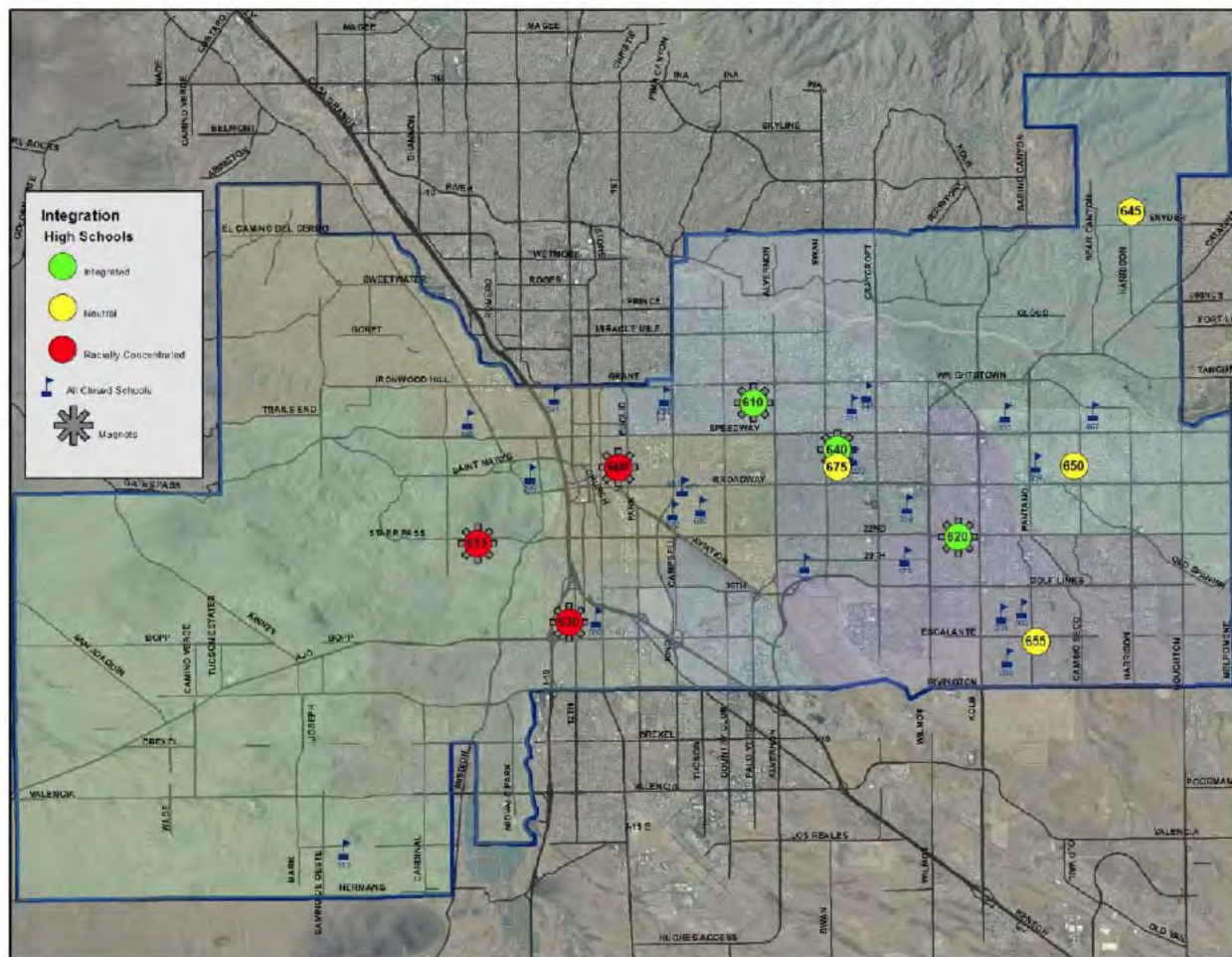




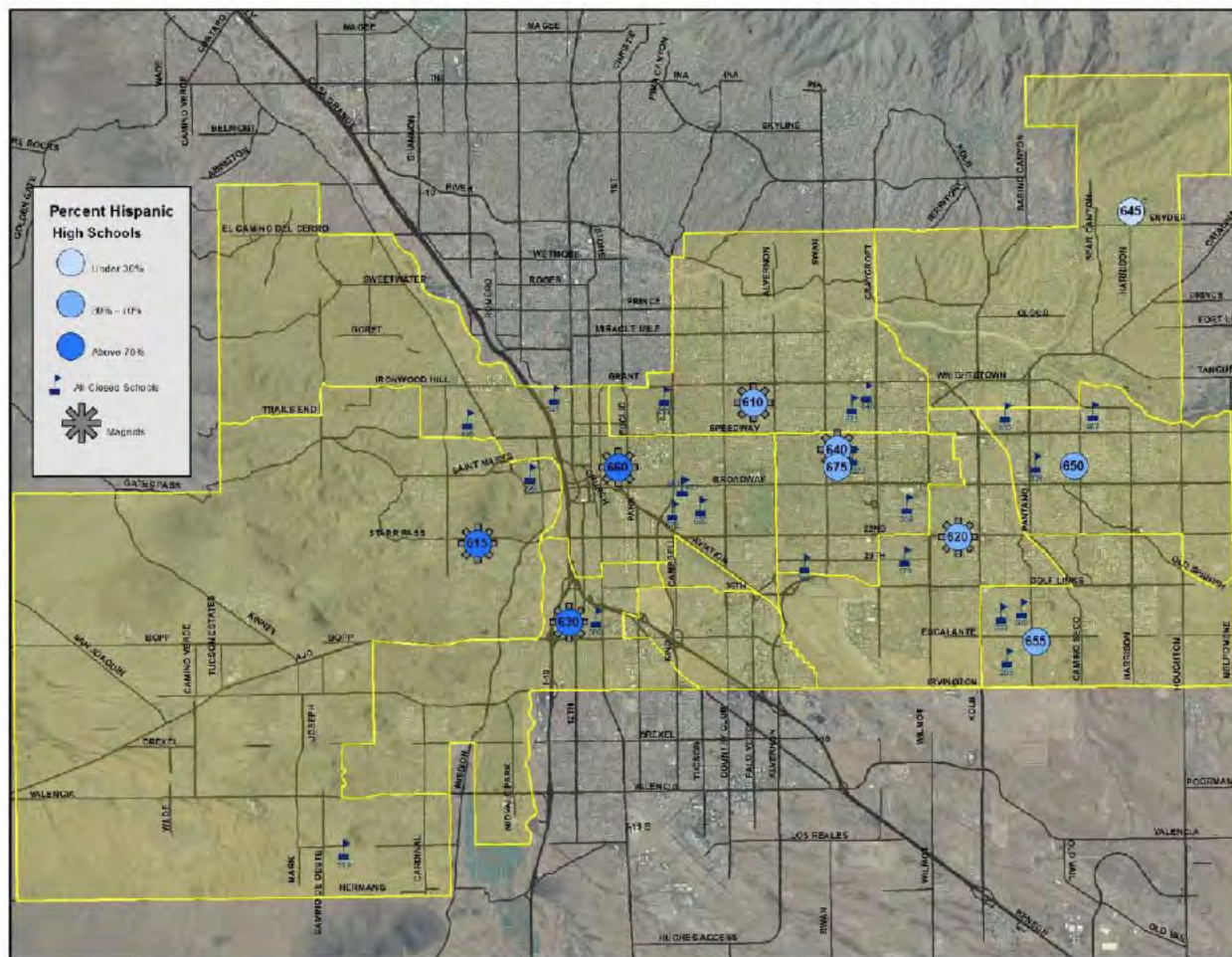
# Middle: Facility Condition



# High School: Integration Status



# High School: Percent Hispanic



# High School: Facility Utilization

